

UNIT OVERVIEW

Course Name: Social Studies
Unit Title: Philanthropy^{3/4} The Big Picture
Grade Level: 3rd - 5th Grades

Overview:

The lessons in this unit will show how philanthropy is part of everyday life and involves interpersonal relationships.

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

Lesson One:	SOC. III.2.LE.3	
Lesson Two:	SOC.V.2.LE.3	SOC.IV.3.LE .1
Lesson Three:	SOC II.4.LE.1	SOC V.1 .LE.1
Lesson Four:	SOC.V.1.LE.2	SOC.VII.1.LE.2

Philanthropy Themes:

- | | | |
|----------------------------|------------------|----------------|
| • Defining Philanthropy | PHIL.I.DP02.E.3 | PHIL.I.DP02.E. |
| | PHIL.I.DP03.E.1 | |
| • Volunteering and Service | PHIL.IV>VS03.E.1 | |

Unit Purpose:

This unit will define philanthropy as it appears in the private and public sectors and investigate how individuals work in concert through business, government, and foundations. It will increase students' awareness that their voluntary contributions are essential to the wellbeing of society whether done through the family, school, or neighborhood.

Unit Objectives:

The learner will:

- list ways that common good occurs in the family, school, and neighborhood.
- illustrate common good within the family, school, and neighborhood.
- describe types of philanthropy in business and government.
- examine how philanthropy coexists with the sectors in society.
- exemplify how business and governmental philanthropy enhance citizenry.
- define volunteerism and describe how volunteers play an important role in community services.
- map nonprofits within a 10-mile radius of the neighborhood.
- compare and contrast a nonprofit organization with a school group.
- develop a mission statement for the school group.

Experiential Component:

Students will work with younger students in the school in a regular reading club.

Time:

Eight forty-five minute class periods.

Lesson Titles:

1. It Looks Like Philanthropy
2. Tug of Roles or Who Is the Bigger Philanthropist?
3. Dividing the Philanthropic Shares
4. Getting Involved, Increase the Feeling

Unit Assessment:

- Letters
- Essays
- Journal entries
- Compilation of information

School/Home Connection:

Philanthropy has a basis in the educational arena. It is founded upon the Core Democratic Values that lead to good citizenry. As learners explore each element of the Philanthropic

Themes, they will have a greater appreciation of contributions that were made in the history of our nation. Students will use the curriculum mandated by educational benchmarks. The vocabulary will include: *philanthropy, trust, common good, family, foundations, sector, economics, school, neighborhood, business, government, nonprofit, volunteer, service, profit, and community*. Students will gain skills that are needed in the workplace and internalize the ideal that caring, sharing, and volunteering are necessary for the benefit of everyone.

Interactive parent/student homework: See *Lesson Two: Tug of Roles or Who Is the Bigger Philanthropist* and *Lesson Three: Dividing the Philanthropic Shares*.

Notes for Teaching:

The lessons in this unit may be taught as stand alones, however, the benefits that students gain when it is taught in its entirety outweigh this option. The vocabulary for some of the lessons is not always inclusive from the previous and may not be addressed. It would be advisable to use the <http://learningtogive.org> Web site to clarify any terms which are unfamiliar. Additionally, it would be helpful to check the materials, bibliographical references, and attachments prior to teaching any of the lessons.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
Lesson One:		
SOC. III. Civic Perspective	2. Ideals of American Democracy	LE. 3. Explain responsibilities citizens have to uphold constitutional rights.
Lesson Two:		
SOC. IV. Economic Perspective	3. Role of Government	LE. 1. Use a decision making model to explain a choice involving a public good or service.
SOC. V. Inquiry	2. Conducting Investigations	LE. 3. Construct an answer to the question posed and support their answer with evidence.
Lesson Three:		
SOC. II. Geographic Perspective	4. Regions, Patterns & Processes	LE. 1. Draw sketch maps of the community, region, and nation.
SOC. V. Inquiry	1. Information Processing	LE. 1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.
Lesson Four:		
SOC. VII. Citizen Involvement	1. Responsible Personal Conduct	LE. 2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.
SOC. V. Inquiry	1. Information Processing	LE. 1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
Lesson One:		
PHIL I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E. 3. Identify ways that trust is important in the family, school, and neighborhood.
Lesson Two:		
PHIL I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E. 7. Describe the concept of competing self-interest.
Lesson Three:		
PHIL I. Definitions of Philanthropy	DP03. Names and Types of Organizations within the Nonprofit Sector	E. 1. Name and recognize the nonprofit sector as a separate part of the community.
Lesson Four:		
PHIL I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	E. 2. Describe how a volunteer youth club in school operates.
PHIL IV. Volunteering and Service	VS03. Providing Service	E. 1. Provide a needed service for students in the school, or citizens in the neighborhood.

Lesson Developed and Piloted by:
Ramona Purdy
Detroit Public Schools
Van Zile Elementary School
Detroit, Michigan

Course Name: Social Studies
Unit Title: Philanthropy^{3/4} The Big Picture
Lesson Title: Lesson One: It Looks Like Philanthropy
Grade Level: 3rd –5th Grades
Duration: One Forty-five Minute Class Period

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.III.2.LE.3

Philanthropy Theme:

Defining Philanthropy PHIL.I.DP02.E.3

Purpose:

This lesson will characterize how individuals in everyday life need trust. It will define philanthropy and explain how it works toward the common good within the family, school, and neighborhood.

Objectives:

The learner will:

- list three ways that common good occurs in the family, school, and neighborhood.
- illustrate common good within the family, school, and neighborhood.

Experiential Component:

None for this lesson.

Materials:

- Chart paper or a chalkboard
- Blindfolds (5)
- *Common Good for Everyone* (see **Attachment One**)
- Videocassette, *A Laundress's Legacy* (Oseola McCarty) or similar video that shows someone giving selflessly for the common good
- *Uncle Jed's Barbershop* by Margaree King Mitchell
- Word cards (philanthropy, trust, common good, family, school, neighborhood)

Instructional Procedure:

Anticipatory Set:

Display this question: Is it possible to blindly trust other people to do what is right? Select five teams of two students. Explain that on each team there will be a follower and a leader. Each leader is to lead the follower around the room through an obstacle course by giving clues and directions. The leader is not to touch the follower at any time. Allow 20 seconds each for this demonstration. Select five new teams. This time, the leader will take the follower by the hand through the obstacle course. Time: 20 seconds each. During the third demonstration, allow the five leaders to give clues, directions, and hold the hand of the followers for the entire 20 seconds.

- Tell the students to reflect on their experiences by answering:
 - *What did you observe?*
 - *How did it feel to be led by instruction, touch, or clues and touch?*
 - *Would you change anything? Why or why not?*
 - *Did you need to **trust** the other member of your team in order to be successful?*
 - *Did it make a difference if your partner was a personal friend?*
 - *What would have happened if you did not work together?*
- Display the following words and any definitions on chart paper:
 - **philanthropy** (*giving of one's time, talent, or treasure for the sake of another or the common good*)
 - **trust** (*confidence or faith in a person or thing*)
 - **common good** (*the wealth shared by the whole group of people*)
 - rules
 - **family** (*a group of people connected by blood or marriage and sharing common ancestry*)
 - school
 - neighborhood

The chart paper should be prominently displayed in the classroom for future reference. Solicit meanings of words that do not have definitions along with examples of each from students.

- Explain that **family**, **school**, and **neighborhood** represent various groups to which we belong. Ask how each group is related to trust, common good, rules, and philanthropy. Solicit examples of how each works interdependently by asking:
 - What do you do for members of your family, school, or neighborhood?
 - How does it help?
 - Do you think others would do the same thing for you?

Explain that these are acts of philanthropy.

Instructional Procedure (Continued):

- Explain to the students that, as U.S. citizens, we all have the right to benefit and use resources from the common good, but also have responsibilities. We have the responsibility to uphold constitutional rights. Ask students to name some of these. (Obey the law by allowing others to practice their religion, assemble peacefully, not deprive others of life, liberty or their property, or discriminate on the basis of race, etc.) We can also contribute to the common good through philanthropy.
- Read *Uncle Jed's Barbershop* to the students. What acts of philanthropy were observed?
- View the videocassette, *A Laundress's Legacy*. Ask, "What act of philanthropy was evident in the video?" Explain that both examples were forms of philanthropy that benefited others in the family and neighborhood (community).
- Review the words *trust* and *common good*. Explain that in everyday life, people trust one another to do things that will make life better for them. Tell the class that when something is done to benefit the entire group, it is known as *common good*. Common good may occur within the family, school, as well as the neighborhood. Distribute *Common Good for Everyone* (see **Attachment One**). Tell the students that as they work independently, they should list some of the ways *trust in others* results in the common good for everyone.

Assessment:

The worksheet, *Common Good for Everyone*, will serve as the assessment for this lesson.

Rubric

0	1	2	3	4
Gives one example for one or two categories	Gives one example for each category	Gives two examples for two categories	Gives two examples for each category	Gives three examples for each category

School/Home Connection:

None for this lesson

Extension:

Students are to create drawings, which demonstrate philanthropy for the common good in the family, school, and neighborhood. Write a caption for each to explain what is being done.

Bibliographical References:

- Videocassette. *A Laundress's Legacy* (Oseola McCarty) 5:20. Available from Learning to Give, 630 Harvey Street, Muskegon, MI 49442. Call: (231) 767-8600.
- Mitchell, Margaree King. *Uncle Jed's Barbershop*. New York: Simon & Schuster Books for Young Readers, 1997.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. III. Civic Perspective	2. Ideals of American Democracy	LE. 3. Explain responsibilities citizens have to uphold constitutional rights.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E. 3. Identify ways that trust is important in the family, school, and neighborhood.

Lesson Developed and Piloted by:

Ramona Purdy
Detroit Public Schools
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:

Attachment One
Lesson One: It Looks Like Philanthropy

Common Good for Everyone

Directions: Complete the chart by indicating ways that you can contribute to the common good within the groups that are listed.

Family	School	Neighborhood
1.	1.	1.
2.	2.	2.
3.	3.	3.

Course Name: Social Studies
Unit Title: Philanthropy^{3/4} The Big Picture
Lesson Title: Lesson Two: Tug of Roles or Who Is the Bigger Philanthropist?
Grade Level: 3rd-5th Grades
Duration: Two Forty-Five Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC V.2 .LE.3

SOCIV.3.LE .1

Philanthropy Theme:

Definitions of Philanthropy

PHIL.I.DP02.E.7)

Purpose:

This lesson will emphasize how business and government define philanthropy within their organizations. This will explain the effects on citizens.

Objectives:

The learner will:

- describe the types of philanthropy in business and government.
- give examples of how the philanthropy of businesses and government enhance citizens.

Experiential Component:

None for this lesson.

Materials:

- *Sample Letter to Invite Speakers* (**Attachment One**)
- *Sample Thank You Letter to Speakers* (**Attachment Two**)
- *Notes on Business/Government Philanthropy Speaker* (**Attachment Four**)
- *Excerpt from A City Where Business and Philanthropy Flourish* (**Attachment Three**)
- Chinese jump rope
- Chart paper / markers
- Regular jump rope
- Articles from periodicals, newspapers, or magazines (see **Attachment Three** for sample of type you will need to secure)
- Word Cards attached to string (***Business, Government, Philanthropy***)

Instructional Procedure:

Anticipatory Set:

Ask: What is tug of war? Are there any rules that need to be obeyed? How is a winner determined?

- Teacher note: Secure two or three speakers at least five weeks prior to teaching this lesson. Business speakers may include an automotive company community outreach representative, a local pharmacy, a McDonald's manager, etc. Government sources could include representatives from city government, the postal service, etc. *Sample Letter to Invite Speakers* (see **Attachment One**) and *Sample Thank You Letter to Speakers* (see **Attachment Two**) have been included for your use. About one week before this lesson is started, contact your speaker to confirm the appointment. Solicit two or three student volunteers to make a certificate of appreciation for each speaker.
- Day One: Give the word cards entitled *business* and *government* to two students. Ask the students to hang the card around their neck, then take sides opposite one another. Take out the jump rope with a loop tied at each end. Only one finger can be used through the loop. Allow 20 seconds for a tug of war game. Explain to the students that this is like the competition for their resources, their time, talents, and treasure. Businesses claim resources through the market place, government through taxes and fees.
- Now play a variation of the game tug of war. Pass out the card labeled *philanthropy* to another student. Ask what it means. Define it as "the giving of time, talent and treasure for the common good." Arrange the three students so that they are standing in three areas to resemble a triangle. Replace the jump rope with the Chinese jump rope (this can be a piece of rope with the ends tied together). Explain that during this game, only one finger can be used to grip the rope. Allow 20 seconds. Ask the students to explain what they noticed happened when the third person was added to the game. What could have been done? Record responses.
- Put the words *self interest*, *compromise*, *negotiation*, and *competition* on the board. Working in groups of three or four, ask students to define each term. Solicit definitions and write the clearest definition of each on the board.
- Explain that in society there are many forms of competition that occur when people want something that promotes their own interests. Philanthropy is the giving of one's time, talent, or treasure. In business and government, there is competition for each of these. Ask:
 - How do we satisfy each and keep everything equal?
 - Who should receive most of the time, talent, or treasure?
 - Should one group receive more than the other should? Why or why not?

Instructional Procedure (Continued):

- Pass out chart paper and markers for groups to record their responses to the questions. Allow ten minutes for students to discuss these questions in their groups. Discuss as a whole group the responses of how students have decided how to give of their treasures. Students should explain that each group is able to access our time, talents and treasures equally but for different purposes and actions.
- Day Two: Distribute *Notes on Business/Government Philanthropy Speaker* (see **Attachment Four**) to students prior to the speaker(s) coming to the classroom. Tell students that the form(s) should be turned in at the end of the presentation(s).
 - Allow each speaker 15 minutes to make a presentation. Encourage students to ask questions after each speaker to further understanding.
 - After the speakers have finished, or the next day, have students discuss what was learned from the speakers. Is philanthropy only in the best interests of the companies/agencies or is it also in the best interests of the consumers/citizens? Why do these companies/agencies make philanthropy a part of their business?
 - Note: If you are unable to secure speakers, provide copies of *Excerpt from A City Where Business and Philanthropy Flourish* (see **Attachment Three**) and access to the Internet for the web site <http://www.peacecorps.gov/kids> on the Peace Corps so that students are able to discover how business/government is involved in philanthropy. Students are to fill in *Notes on Business/Government Philanthropy Speaker* (see **Attachment Four**) as well if this alternative is used.

Assessment:

- Have students write a letter thanking the speakers for coming to share What Philanthropy Means in their company or agency. To serve as an assessment, the letter should include examples of the company/agency's efforts to promote philanthropy and good citizenship.
- Write an essay that explains how businesses and government can work together in a philanthropic endeavor and how it affects individuals.

Home/School Connection:

- Prior to the visitation, students are to research the business/governmental agency for information about their philanthropic activities. Prepare a list of questions to ask the speakers.

Extension:

None for this lesson

Bibliographical References:

Web site:

- <http://www.peacecorps.gov/kids>
Provides information for students on governmental philanthropy
- Barone, Michael. “A City Where Business and Philanthropy Flourish,” *The American Enterprise*, September/October, 1998.

Michigan Curriculum Framework:

	Strand	Standard	Benchmark
SOC.	IV. Economic Perspective	3. Role of Government	LE. 1. Use a decision making model to explain a choice involving a public good or service.
SOC.	V. Inquiry	2. Conducting Investigations	LE. 3. Construct an answer to the question posed and support their answer with evidence.

Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E. 7. Describe the concept of competing self-interest.

Lesson Developed and Piloted by:

Ramona Purdy
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Attachment One
Lesson Two: Tug of Roles or Who Is the Bigger Philanthropist

Sample Letter to Invite Speakers
(Use School Letterhead)

Your School Address
Your City, State and Zip Code
Date of Letter

Name of Person If Known or Public Relations Department
Business or Governmental Agency
Business or Governmental Address
City, State and Zip Code

Dear Sir (or name of individual if known):

I am teaching a class of (enter grade level) graders about philanthropy. The unit is entitled Philanthropy...The Big Picture. I would like to invite you or a member of your team to be a guest speaker on (enter day, date, and time). You will be given 15 minutes to talk to the students about "What Philanthropy Means to Your Company/Agency". There will be a question and answer session at the end of your presentation.

We will need examples of how your company/agency is involved in philanthropy. If you have any reports or literature that will be helpful to the students to understand your company/agency prior to the day of your visit, we would appreciate it. I have (provide the number) students who will be part of this lesson.

If you have any questions or comments regarding this letter, please contact me at (include school telephone number, days and hours that you can be reached).

Sincerely yours,

Your Name
School District
School Name
City and State

Attachment Two
Lesson Two: Tug of Roles or Who Is the Bigger Philanthropist

Sample Thank You Letter to Speakers
(Use School Letterhead)

Your School Address
Your City, State and Zip Code
Date of Letter

Name of Person
Business or Governmental Agency
Business or Governmental Address
City, State and Zip Code

Dear (Mr./Ms. Name of Individual):

Thank you for visiting my classroom on (enter day, date, and time) to assist in the teaching of the unit entitled Philanthropy...The Big Picture. Your presentation helped explain why, and how your company/agency is involved in philanthropy.

The literature that we received in preparation for your visit was instrumental in helping the students understand your company/agency. I have enclosed letters composed by the students to convey their thoughts and about the work of your company/agency.

Again, I thank you for taking time out of your schedule to share “*What Philanthropy Means to You.*”

Sincerely yours,

Your Name
School District
School Name
City and State

Attachment Three
Lesson Two: Tug of Roles or Who Is the Bigger Philanthropist

Excerpt from
A City Where Business and Philanthropy Flourish
By Michael Barone

Looking for a city with a tradition of community involvement, creative local philanthropy, vibrant cultural institutions old and new? Try Grand Rapids. Civil society is alive and well here.

It is the headquarters of Meijer, whose 100-plus Thrifty Acres stores combine supermarkets with general merchandise stores. Grand Rapids is the headquarters of Universal Wood Products, the nation's largest fence producer. It is the home of Gordon Foods and Bissell carpet sweepers. It has one large General Motors plant and dozens of auto suppliers. Ada, a village six miles east, is the home of Amway, privately owned by the Van Andel and DeVos families, founded in a garage in 1959, now selling over \$7 billion of home care, housewares, and cosmetic products in 52 countries, most of them manufactured in Grand Rapids' Kent County. Most of Grand Rapids' successful companies are small: 80 percent of businesses employ fewer than 30 people, according to John Caneppea, former chairman of Grand Rapids' Old Kent Bank. Firms that have grown bigger have done so through creative innovation and good employee relations. Local office furniture manufacturers pioneered modular units and electronic connectors. Amway took an old idea—direct sales—and made it work on a scale never seen before. Fred Meijer, to make shopping more pleasant for parents with kids, installed mechanical ponies in his stores which cost one cent per ride and personally hands out "Purple Cow" cards for free ice cream cones.

Nor is there an adversarial relationship between business and government. "The best thing government can do is to get out of the way," says Grand Rapids City Manager Kurt Kimball, "to try to create an environment that enables the private sector to achieve its ends. Prosperity for business means prosperity for residents. Then we'll have the resources for quality of life." Says GR magazine editor Carol Valade, "There is a very low tolerance for government here—the attitude is, I will do it myself. And there is a tremendous respect for the arts of the entrepreneur. It spills over into government. The city removed 98 percent of its effluents from its sewers, without federal funds—the only city in Michigan to do so."

Successful small businesses and small businesses that have grown large but have stayed headquartered here have helped build Grand Rapids' cultural institutions. Even the banks have remained local. Old Kent is still based in Grand Rapids, though it has spread outward; First Union sold out to Detroit-based NBD, but David Frey, whose grandfather founded the bank, has kept the Frey Foundation here, and 85 percent of its grants are in western Michigan. "Giving money intelligently is hard work," Frey says. "A lot of due diligence is required. But there's the prospect of great satisfaction."

Attachment Three

Lesson Two: Tug of Roles or Who Is the Bigger Philanthropist

Excerpt from *A City Where Business and Philanthropy Flourish*

Anyone walking through downtown Grand Rapids can see some of the reasons for that satisfaction. Twenty-five years ago, downtown Grand Rapids looked dumpy, with aging and often empty commercial buildings, and a grubby convention center. Then Grand Rapids' business leaders decided to make it something special. "Always the private sector has taken the lead," says Frey, "and people are willing to put corporate money into projects." Phase one, in the mid-1970s, included a new Old Kent building and Vandenberg Center, which replaced abandoned warehouses. Phase two included the Amway Plaza Hotel and the Gerald Ford Museum. Phase three includes the recently opened Van Andel Arena for Grand Rapids' minor league hockey and basketball, a new convention center, and a downtown campus for Grand Valley State College.

The secret is leadership and commitment. "We have people who give time and effort and support. They sit at the same table," says Pete Secchia, head of Universal Products, and also a leader of Michigan's Republican Party who served as Ambassador to Italy under Bush. "When we promise something," says Fred Meijer, sitting around a table with other Grand Rapids business leaders, "we don't do it lightly. Not one of us has ever reneged on a promise." If there are problems, someone jumps in and solves them." The Amway Plaza would be torn down or destitute if Amway hadn't picked it up," Meijer adds.

With no major university or medical school, Grand Rapids has missed out on the boom in biomedicine. But that's likely to change with the building of a Van Andel Institute for nutrition research at Grand Rapids' Butterworth Hospital. Steve Van Andel, who has succeeded his father Jay as co-head of Amway, describes the process. "We watched our fathers build the firm. The second generation got even more involved with the community. The building decision was also made by the second generation of the Van Andel and DeVos families. My dad and family have been discussing it for years. We decided to do something. Dad was always interested in nutrition, so we decided to build an institute that would work on nutrition research and education."

He is thinking big. Peter Cook, who owns several big car dealerships and is on the board, says that it has five Nobel Prize winners as advisers and will have 200 to 300 doctors and scientists in a \$30 million building.

Grand Rapids' philanthropists are buttressed not by the liberalism of so many national foundations but by traditional virtues. It's an early-to-bed-early-to-rise town, where people eat at home with their families. "Everyone is doing well but restaurants," says Secchia, "but the breakfast joints are filled at 6:30 in the morning." The churches are busy on Sundays, filled with people from all economic levels; the billionaire Van Andels and DeVoses pray at a modest Reform church not far from downtown. Or as Peter Cook puts it, "A lot of our people have done more than their share in giving. We grew up in a Christian home and tithed, and after that you gave more. We give 30 to 40 percent of our income. That type of thing is very influential. This is a good place to work and live."

Attachment Three

Lesson Two: Tug of Roles or Who Is the Bigger Philanthropist

Excerpt from *A City Where Business and Philanthropy Flourish*

Entrepreneurial and religious impulses also inform Grand Rapids' programs to help the poor. Gene Pratt, now retired, tells of raising \$1 million in less than two hours to renovate his community center, and how a kids' gardening project produced City Kids Barbecue sauce, got it stocked in Meijer's and other local supermarkets, and got 5 percent of the market. Verne Barry, head of the Downtown Development Agency, came to Grand Rapids in 1985 after living homeless in New York. With ministries and social service agencies he founded Faith Inc., which won competitive contracts with 25 local manufacturers. Hiring people from close-in neighborhoods, his group got commitments for 10 percent of the jobs on projects like the Van Andel Arena. He claims that more than 50 percent of those with little work experience are now in permanent employment.

Grand Rapids has low crime, low unemployment, and scandal-free local government. But statistics tell only part of the story. For Grand Rapids' leaders have put the imprint of their own personalities on the civic institutions they've built. The Grand Rapids Museum hosted an exhibit of the artist Perugino in 1997-1998; Secchia helped set it up using his Italian contacts and the fact that Perugia is a sister city. Fred Meijer took over a 20-acre parcel of industrial property and built the Frederik Meijer Gardens, one of the nation's largest conservatories. Amid the plants and the gardens outside he placed 70 bronze sculptures he has collected over the years. You can see him there some days, smiling and enjoying himself as he leads kids around, explaining the plants and sculptures, and handing out Purple Cow cards for free ice cream cones—the spirit of Grand Rapids in person.

Michael Barone

The American Enterprise, September/October 1998

Attachment Four
Lesson Two: Tug of Roles or Who Is the Bigger Philanthropist

Notes on Business/Government Philanthropy Speaker

Name of Speaker _____

Business/Governmental Agency Name _____

Type of Business/Service Provided _____

Type of Philanthropy or Community Involvement _____

What I Learned _____

What I Would Like to Know _____

What I Found to Be Interesting _____

Course Name: Social Studies
Unit Title: Philanthropy^¾ The Big Picture
Lesson Title: Lesson Three: Dividing the Philanthropic Shares
Grade Level: 3rd - 5th Grades
Duration: Two to Three Forty-Five Minute Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC II.4.LE.1

SOC.V.1.LE.1

Philanthropy Theme:

Defining Philanthropy

PHIL.I.DP03.E.1

Purpose:

This lesson will emphasize the various kinds of nonprofits in specific geographic regions and examine why volunteers are needed in the community.

Objectives:

The learner will:

- define volunteerism and describe how volunteers play an important role in community services.
- map nonprofits within a 10-mile radius from the school neighborhood.

Experiential Component

None for this lesson.

Materials:

- *Laura Smith Haviland* (see **Attachment One**)
- List of nonprofits/volunteer efforts in the community (include names of hospitals, museums, libraries, symphony, and special interest groups e.g. American Cancer Society, Public Television Station, Neighborhood/Community Service Organization, Habitat for Humanity, Salvation Army, Meals on Wheels, etc., or key your local zip codes into the search engine on <http://www.guidestar.org> as an excellent nonprofit reference source)
- Reference map of city/community
- Telephone Directory
- Internet access
- A copy of *Helping Out is Cool*

Instructional Procedure:

Anticipatory Set:

Ask: How many students have a “job” or chores to do at home? Who gets an allowance? Who is expected to help out just because you are a member of the family? Should members of the family be “paid” to help out? Does every job done require payment? Which jobs do not receive pay? Would you do a job without receiving payment?

- Write the words *nonprofit* (any not-for-profit or tax exempt organization that is specifically not associated with any government, government agency, or commercial enterprise), *tax-exempt*, *service*, *commercial enterprise*, *profit*, and *volunteer* (one who offers himself for a service of his own free will) on the board. Allow teams of 3-4 students to brainstorm, defining each term. Solicit definitions and place the clearest definition of each term on the board. Explain how nonprofits use volunteers to complete tasks, jobs for the common good of many individuals.
- Read *Helping Out is Cool*. Discuss how volunteerism helped others in the community. Are volunteers found in more places than described in the book? What kinds of places have volunteers? Who is likely to volunteer in the community? Why do people volunteer?
- What do you think would happen if no one volunteered? How would it affect life in the community? Share *Laura Smith Haviland* (see **Attachment One**). Discuss the idea that when people volunteer, everyone benefits.
- Tell students that they will be responsible for locating 15 nonprofits in their community. List the criteria for assessment on the board or in a prominent place in the classroom for reference. Sketch a map of the community locating major streets. Complete the map by adding 15 nonprofit locations. (Resource materials or search capabilities should be provided.) The map should include a map key, with numbered locations. In addition, on a separate sheet of paper, students should prepare a summary of three-four sentences to explain each nonprofit’s significance to the community and types of services that the volunteers provide.

Assessment:

The map and summary will serve as an assessment for the lesson.

Rubric for Mapping Nonprofits

0 Points	1 Point	2 Points	3 Points	4 Points
Map has key, less than 7 numbered locations. Summary is written with/without complete sentences and explains one or two out of the four requested components.	Map has key, 8-10 numbered locations. Summary is written with/without complete sentences and explains two out of the four requested components.	Map has key, 9-12 numbered locations. Summary is written with/without complete sentences and explains two out of the four requested components.	Map has key, 10-12 numbered locations. Summary is written using complete sentences and explains three out of the four requested components.	Map has key, 12-15 numbered locations. Summary is written using complete sentences and explains three out of the four requested components.

School/Home Connection:

Student should list jobs from home and school that are done voluntarily.

Extension:

None for this lesson

Bibliographical References:

- Web site: <http://www.guidestar.org> May be used to check for searching by zip code for local nonprofits.
- Web site: <http://learningtogive.org> Click on resources, then, click on Foundations/Philanthropic Org.
- Fugate, Sandy. *For the Benefit of All: A History of Philanthropy in America*. Michigan: W.K. Kellogg Foundation, 1997.
- Moss, Ellen Feinman. *Helping Out is Cool*. Ontario: Tumbleweed Press, 1997.

Michigan Curriculum Framework:

SOC. II. Geographic Perspective	4. Regions, Patterns & Processes	LE. 1. Draw sketch maps of the community, region, and nation.
SOC. V. Inquiry	1. Information Processing	LE. 1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL I. Definitions of Philanthropy	DP03. Names and Types of Organizations within the Nonprofit Sector	E. 1. Name and recognize the nonprofit sector as a separate part of the community.

Lesson Developed and Piloted by:

Ramona Purdy
Detroit Public Schools
Van Zile Elementary School
Detroit, Michigan

Attachment One
Lesson Three: Dividing the Philanthropic Shares

Laura Smith Haviland

Laura Smith Haviland (1808-1898) ruffled feathers on both sides of the Mason-Dixon Line. She far overstepped the role of the typical female Underground Railroad worker concerned chiefly with rustling up food and clothing for fugitives hidden in her husband's barn. Furthermore, Haviland ignored the Railroad's usual *modus operandi*, in which it conducted its work collectively and in secret. Haviland operated out in the open and, usually, alone.

...In the early 1830s...Haviland headed abolitionist writer Elizabeth Chandler's local antislavery society (first of its kind in Michigan), the Logan Female Antislavery Society.

For more information or a full account of Laura Smith Haviland see:
Fugate, Sandy. *For the Benefit of All: A History of Philanthropy in America*. Michigan:
W.K. Kellogg Foundation, 1997, 32.

Course Name: Social Studies
Unit Title: Philanthropy^{3/4} The Big Picture
Lesson Title: Lesson Four: Getting Involved^{3/4} Increase the Feeling
Grade Level: 3rd – 5th Grades
Duration: Two Forty-Five Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.V.1.LE.1 SOC.VII.1.LE.2

Philanthropy Theme:

- Defining Philanthropy PHIL.I.DF04.E.2
- Volunteering and Service PHIL.IV.VS03.E.1

Purpose:

This lesson will emphasize the important characteristics under which a nonprofit organization operates. It will provide a hands-on opportunity for the formation of youth clubs, i.e., Reading Buddies within the walls of the school.

Objectives:

The learner will:

- define how nonprofits operate.
- compare and contrast a nonprofit organization with a school group.
- develop a mission statement for the school group

Experiential Component:

None for this lesson.

Materials:

- Chart paper or chalkboard
- Chalk or markers
- Copies of various school mission statements
- *Learning to Give Mission Statement* (see **Attachment One**)
- Internet access

Instructional Procedure:

Anticipatory Set:

Ask: How many of you are involved with an organized group like Boy Scouts, Girl Scouts, etc.? Tell the person next to you why you joined (allow 30 seconds for the exchange). Would you recommend joining a group to someone else?

- *Teacher Note: Prior to this lesson it will be necessary to make arrangements (time, frequency, place) with a colleague from a lower grade for your students to adopt their students as reading buddies.*
- How does it feel to be part of a group? What happens when someone does something to help someone else? Does it make the person performing the action feel better or worse? Why or why not? Explain that nonprofit organizations do philanthropic work for others all the time. It is their primary function. Ask students to name organizations that perform actions for the common good. If students are having a hard time, name several (such as United Way, Community Service Organization, Red Cross, Salvation Army) and ask what type of work the group does.
- Ask how students would know the type of work nonprofit organizations do. Explain that we if we didn't know what a particular group did, we could use its mission statement to identify its purpose. Use *Missions for Our Causes* (see **Attachment One**) as a sample for students to review. Read or pass out the school mission statements that were secured. Explore them with the students to determine the following: How are they the same/different? Which areas are covered on all statements? What are the parts of the mission statement? (Several mission statements are needed for comparison.)
- If the Internet is available to students, show them how to access the site <http://www.guidestar.org> (follow directions listed in bibliographical references) to find and print mission statements for two or three non-profits. If students don't have access to the Internet the teacher may access the site and print copies of mission statements from several non-profits.
- Read the missions statements to discover the name of the organization, its mission (what the organization wants to do) and the expected outcomes (what the result will be).
- Explain that each class member will be a philanthropist, sharing his/her time and talents by having a reading buddy from a lower grade. Therefore, each student is responsible for developing his/her own mission statement modeled after the ones reviewed (including the name of the organization, ie., Dan's Reading Club, the mission, and expected outcomes).
- Teacher note: you may want to brainstorm as a whole class some possible missions and outcomes for reading buddies before the students write their own mission statement.

Instructional Procedure (Continued):

- Once the statements are completed and approved, the clubs will begin. In order to measure if the expected outcomes have been achieved, a journal of weekly experiences should be kept. It should include the day, time, what was read, the buddy's reaction, and how students felt about the experience.

Assessment:

- Each student will develop a mission statement to be used for Reading Buddies. The statement should state the name of the organization, the purpose and its expected outcome.
- Students should define the components of the mission statement in their own words.
- Students will keep a personal journal about the weekly Reading Buddies experience. Entries should be consistent.

School/Home Connection:

None for this lesson.

Extension:

None for this lesson.

Bibliographical References:

Web site: <http://www.guidestar.org> Search by zip code to get a list of local non-profits, then click onto the mission statement.

Michigan Curriculum Framework:

	Strand	Standard	Benchmark
SOC.	VII. Citizen Involvement	1. Responsible Personal Conduct	LE. 2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.
SOC.	V. Inquiry	1. Information Processing	LE. 1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.

Philanthropy Theme Framework:

	Strand	Standard		Benchmark
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	E.	2. Describe how a volunteer youth club in school operates.
PHIL	IV. Volunteering and Service	VS03. Providing Service	E.	1. Provide a needed service for students in the school, or citizens in the neighborhood.

Lesson Developed and Piloted by:

Ramona Purdy
Detroit Public Schools
Van Zile Elementary School
Detroit, Michigan

Attachment One
Lesson Four: Getting Involved-Increase the Feeling

Missions for Our Causes

Learning to Give:

Teaching the Importance of Voluntary Action for the
Common Good in a Democratic Society

Learning to Give
seeks to perpetuate a civil society by:

educating children about the
independent sector (knowledge),
developing behavior and philanthropic
experience (skills), and,
stimulating private voluntary citizen
action for the common good (behavior).